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ABSTRACT

This report provides information and data to school decision-makers, emphasing the identification of promising practices, major contributions of personnel, and weaknesses of the Follow Through program in Atlanta. Much o f the information presented is in a question-answer format and is based on both hard and soft data. Suggestions for improving the program are also included. The main sections of the report are 1) management-control, process, diagnosis, and communication; 2) information data; and 3) conclusions, suggestions, and concerns. Major recommendations are that 1) scheduled time should be spent each week by the Follow Through director and other key administrative and model personnel observing classes, 2) all policy should be carefully specified before school begins, 3) the complete involvement of parents should be a major concern, 4) teachers and principals should be active participants at all planning meetings and conferences, 5) model oriented tests should be the basis of most assessment, and 6) there should be more of an emphasis on quality in the processing of data. An appendix includes the Follow Through data bank organization, feedback breakdown by schools, Follow Through objectives, priority of objectives, and comparison classes. (MBM)

ED 059173

RESEARCH AND DEVELOPMENT REPORT

Vol. V, No. 2 September, 1971

An Evaluation of the FOLLOW THROUGH PROGRAM 1970-71

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DEFINITION OF TERMS

PAC - Parent Advisory Committee

BMS - Behavioral Maturity Scale

RCT - Reading Criterion Test

EES - Educational Evaluative Services
President: William White

R & D - Research and Development Division
Assistant Superintendent: Jarvis Barnes

RA - Research Assistant assigned to Follow Through
RA: Willard Crouthamel

MAT - Metropolitan Achievement Tests

CIP - Comprehensive Instructional Program
(an Atlanta based program)

ISC - Instructional Services Center
Assistant Superintendent: Curtis Henson

FT - Follow Through
Director: Francis Cox

FY - Fiscal Year

DAD - Direct Approach to Decoding

MRT - Metropolitan Readiness Test

ITPA - Illinois Test of Psycholingustic Abilities

SRI - Stanford Research Institute

ILM - Interdependent Learning Model

EOA - Economic Opportunity Atlanta

INTRODUCTION

The purpose of this final report is to provide information and data to school decision-makers. The traditional format for writing research reports is replaced by a style which seems to be more communicable for the Follow Through Program. Traditional designs such as the pretest-posttest were utilized only if they provided the decision-maker with useful information for improving the school program. Much of the detailed information found in more traditional evaluations were referenced in the text and included in the appendices. The appendices provide a basic storehouse of knowledge which may be referred to by individuals not completely familiar with the program.

What Type of Decision-Making Information Is Included in This Report?

The thrust of the report is the identification of promising practices, major contributions of personnel, and weaknesses of the program. The report relies heavily on the teachers' feelings about Follow Through and on project deviations (that is, were the objectives actually being pursued?).

The extensive data collection effort made by Educational Evaluative Services (a subcontracted service) made it possible to begin answering some rather critical questions. Much of the information presented is, therefore, in a question-answer format and is based on both hard and soft data. Arguments are advanced as suggestions for improving the program and are solely the opinion of the research assistant.

Who Were the Decision-Makers?

There were many members of the educational community, not just Follow Through personnel, who made decisions relating to the program. The individuals who were most directly involved and the kind of information they need are listed on the following page.

1. Top school system administrators (Dr. John W. Letson, Superintendent; Dr. E. Curtis Henson, Assistant Superintendent Instruction, Dr. Jarvis Barnes, Assistant Superintendent) and area superintendents (Mr. E.A. Thompson, Area V; Mr. J.Y. Moreland, Area I; Dr. H. Mark Huie, Area III).

   Need: Information to help clarify the broad instructional picture - - the kind that may be useful for system-wide planning (that is, the impact or spin-off of successful practices which might be effective in other schools). Cost-effectiveness and management and control data would be useful.

2. Follow Through principals and head lead teachers (Mr. Fred D. Hammonds, Assistant Principal; Mr. Calvin C. Williamson, Principal; Mr. Robert G. Warren, Administrative Assistant; Mrs. Mary F. Gilmer, Principal; Mr. James P. Taylor, Jr., Principal; Mr. Andrew J. Lewis II, Principal; Mrs. Daisy C. Harris, Lead Teacher).

   Need: Information focusing on the school staff being more goal and objective oriented and systematic feedback for making staff and curriculum decisions.

3. Follow Through teachers and aides.

   Need: Diagnostic data to assess the characteristics and progress of individual children in terms of observable traits and skills.

4. Parents and community representatives (Parent Advisory Committee, Community Action Agency, and others).

   Need: Data on the kinds of practices which seem to be effective with their children and if these practices are being effectively implemented (accountability).

5. Follow Through Central and Model Staffs.

   Need: Information on the effectiveness of the various components of the program, the degree of institutional change, lines of communication, and the implementation of the process.

It should also be noted that Follow Through consultants and national representatives have certain decision-making domains and that they should have access to all of the data.

Was an Evaluation Model Developed Which Helped Integrate the Various Instructional Support Systems?

A systems approach was used by Atlanta Follow Through to encourage an accurate and timely exchange of information. The rationale for the system was three-pronged:

1. Evaluation Was Entirely Tied to Instruction.

   Research personnel constantly were interacting with staff members.

2. Evaluation Was Conceived of as Information for Decision-Makers.

   The collection and analysis of data must be of value to a decision-maker.

3. Information Flow Was Directed Toward All Personnel.

   The big picture was spelled out for each staff member so that he was familiar with all aspects of the program.

To implement this rationale the following actions were taken:

1. Goals and objectives (and needs) were continuously clarified by the staff.

2. A computer-based retrieval and feedback system was established with:

   - Student profiles available to teachers.
   - Quarterly feedback forums scheduled for the staff.
   - Quarterly written reports with data interpretation.
   - A data bank that included multivariate information (see Appendix, page A-1).

3. Relevant variables and measures of growth were continuously determined based on:

   - Longitudinal Measures.
   - Standardized Tests.
   - Criterion-referenced checklists.

4. Program monitoring and evaluation (an independent audit) was performed by the research assistant by focusing on:

   - Management-Control, Process, Diagnostic Procedures, Communication, and Cost-Effectiveness.
   - Classroom observation.
   - Evaluation Design (gains, comparisons, and the like).

5. Dissemination and reporting were accomplished by means of:

   - Student profiles and printouts.
   - Feedback reports.
   - Progress and final evaluation reports.

Did This Evaluation System Work Well?

This system worked extremely well when consultants and administrators helped teachers specify what data outcomes lead to what teacher actions. Illustrations of the relationship between outcomes and actions which were specified this year included:

	OUTCOME	ACTION
1.	BMS correlations (teacher vs. aide).	Teacher and aide talk about differences if correlation is below .70.
2.	RCT, CIP levels	Teachers work with child at diagnostic level he is at.
3.	Self-concept scores	Psychologists work with children who scored lowest.
4.	Color-shape scores	Quick-easy test to see which children need immediate help at the beginning of the year.
5.	MAT item analysis	Curriculum developers and teachers can identify the types of skills that new model techniques might focus on.

6. MAT, Self-concept means

Evaluators should make statements of the effectiveness of the program on achievement and self-concept.

It would seem that data should not be disseminated to teachers or staff members unless they know what action is to be taken based on the data. For example, no one knew what action to take based on BMS means and standard deviations. (The BMS was eliminated as a post measure because of this.). Probably the basic reason the Illinois Test of Psycholinguistic Abilities, the Self-Social Constructs Test, and the Torrence Test of Creative Thinking were not administered this year was the lack of action from last year's results. If a measure such as the "I FEEL . . . ME FEEL" Self-Concept Appraisal or Reading Criterion Test is administered to assess each individual, the teacher must have a clear idea of what action she is to take based on each child's score.

Tests might be classified according to the decision-makers for which they are primarily intended. If, for example, the self-concept scores are beneficial information for decision-makers, but not as part of an individual student profile, then it is sufficient to test a sample of students.

Information flow must not be a convenient label for a mass of ill-defined activities and phenomena. Ellis Richardson's diagnostic plan for individual assessment and related action is an illustration of a very positive action-approach toward reading improvement.

RECOMMENDATION: IT IS HIGHLY RECOMMENDED THAT THE NEW ASSISTANT DIRECTOR ALONG WITH RESEARCH PERSONNEL (EES, R & D) COMPILE A LIST OF THE TYPES OF DATA (BMS SCORES, BMS MEANS, BMS STANDARD DEVIATIONS, BMS CORRELATIONS, COLOR SHAPE SCORES, MEANS, AND THE LIKE) THAT ARE TENTATIVELY SELECTED TO BE USED NEXT YEAR. EACH TYPE OF DATA SHOULD BE ASSOCIATED WITH A DECISION-MAKER(S) (THIS LIST SHOULD INCLUDE CORRESPONDING DECISION-MAKERS). A SET OF TEACHER OR STAFF ACTIONS SHOULD BE INCLUDED ON THIS LIST FOR EACH TYPE OF DATA. NO RESULTS SHOULD BE INCLUDED IN A REPORT UNLESS POTENTIAL TEACHER-STAFF ACTIONS ARE FIRST IDENTIFIED. NO COMPUTER PRINTOUTS SHOULD BE GIVEN TO TEACHERS OR STAFF (WITH THE EXCEPTION

OF THE ASSISTANT DIRECTOR OR RA) UNLESS IT IS SPECIFICALLY DESIGNED FOR THEM OR THEY REQUEST IT. IN ADDITION, DATA SHOULD ALWAYS MEASURE AN ON-GOING PROCESS AND NOT A HOPEFUL BY-PRODUCT.

If there is a dispute over using the results of a particular instrument (such as the MAT), this process may help resolve the issue. It is jointly the responsibility of the assistant director (or RA) and the decision-maker to go through this process before next year's testing begins. This also might help eliminate a re-occurring problem which is, that if no positive results are attained, the decision-maker often concludes that the instrument was not appropriate. More than likely, however, the decision-maker does not know what action to take based on non-positive data or that no part of the program is specifically designed to develop what is measured.

While this kind of problem does exist, the evaluation system - - as designed by the director, by EES, and by the RA - - certainly does encourage the articulation between subprograms and helps break down the divisions which have traditionally existed between the various groups operating within a school. The Follow Through director promoted a high degree of coordination between the various groups operating within Follow Through. The EES sponsored feedback sessions were also very valuable in unifying the system.

Did the Teachers Perceive the Feedback as Being Beneficial and Was There Evidence They Used It?

It is important to have a system of evaluation that operates, in part, at the classroom level and that involves the direct participation of the teachers. To keep up with the progress of children and give appropriate direction, teachers and staff not only must know what action to take, but must receive the information they need when they need it. When asked, via an anonymous questionnaire, how they perceived the feedback system, 38 out of 45 teachers responded to the questions as follows:

Did the research feedback (EES reports, child profiles, data) you received this year help you understand your children better or improve your teaching?

/10/ Very much /14/ A little /10/ Not really /1/ Don't know

Was the feedback you received immediate enough?

/11/ Yes /16/ A little late /6/ Too late to be meaningful

Check the service(s) that helped you identify or resolve individual pupil difficulties?

/24/ Health /17/ Social /19/ Psychological /18/ Parent Workers

/14/ Reading /17/ Speech /24/ Classroom Aides /9/ Evaluation Feedback

About a fourth of the teachers felt the feedback they received was useful, while the others expressed the view that not enough of the data was meaningful (see Appendix, page A-2). The evidence suggested that teachers need much more individual help in data interpretation, but more importantly that all feedback be purposely oriented.

What Kinds of Statistical Feedback Were Needed by Teachers?

This is a list of the measures or types of data fully or partially utilized by Follow Through:

1. Color-Shape Inventory
2. Behavioral Maturity Scale (BMS)
3. Metropolitan Readiness Test (MRT) Pretest-Posttest
4. Metropolitan Achievement Test (MAT) Pretest-Posttest
5. Reading Criterion Test (RCT) Pretest-Posttest
6. A criterion math test
7. A criterion matrix test
8. Bentley-Yeatts Self-Concept Appraisal
9. Stanford Research Institute Child Research Battery
10. CIP (Atlanta specific) diagnostic tests

Teachers were very concerned about whether these measures told the whole story. Listed below are the responses of the teachers to two questions relating to measuring child growth.

Question: List the tests or measures that you feel did or could have helped improve your teaching?

Responses (Summarized):

/3/ Math	/5/ MRT-MAT	/7/ CIP	/3/ ITPA
/2/ RCT	/1/ IQ Tests	/2/ Matrix	/1/ Color-Shape
/1/ BMS			/25/ No Response

Question: What improvements should be made to help test or assess Follow Through children next year?

Responses (Summarized):

/8/ Test skills relating to Follow Through curriculum, guidelines, and behavioral objectives.

/6/ Too many tests or too much time spent on testing.

/2/ Earlier testing notification.

/16/ No response.

What Kinds of Feedback Were Needed by Administrators?

Administrators asked for consistency in reporting longitudinal data over a period of years. The only measure for which longitudinal data was reported is the MAT (and that was rather loosely presented). In addition, was it not possible to supply teachers with a longitudinal profile on each child at the beginning of the 1970-71 school year?

Since the program has now been in four grades it should be strongly requested that SRI longitudinal data be made available very soon. This data would be extremely valuable since initial results on the SRI Battery indicate that the comparison children that have been selected are very similar to Follow Through children in the beginning or the kindergarten year.

MANAGEMENT-CONTROL, PROCESS, DIAGNOSIS, AND COMMUNICATION

Who Determined the Goals and Objectives?

Educators have always been notorious for their ability to state expectations in a form so vague that they become mere statements of hope or intent rather than objectives whose achievement can be ascertained. Follow Through's biggest problem, in the RA's opinion, is a lack of agreed upon performance objectives and expectation levels. While Follow Through has an abundant number of process or enabling objectives (in various reports and proposals), it is more important to have specific performance objectives tied to particular Follow Through processes. Administrators need these objectives to judge the success or failure of the components of the Follow Through program. Broad indicators of pupil progress (MAT, BMS, self-concept appraisal) have been incorporated into the evaluation effort along with a criterion test, however, few (if any) are currently tied to stated performance objectives.

Two work sessions were held during the year to revise the goals and objectives in relation to the needs and characteristics of Follow Through children. The first meeting (a November retreat) focused on broad statements of what Follow Through children should be like. This meeting was attended by a few central staff members (Miss Frances Cox, Director; Mrs. Ora Anderson, Program Assistant; Mrs. Susan Jones, Lead Teacher; Dr. Willard W. Crouthamel, Research Assistant) and a model consultant (Mr. Don Wolff, Project Co-Director). A list of these broadly stated objectives is found in Appendix, page A-3. A second meeting (a discussion lead by Dr. Jarvis Barnes, Assistant Superintendent for Research and Development) was held with the central staff in May to focus on the objectives of the program, to determine levels of expectations, and to determine a priority of objectives (see Appendix, page A-4).

The following outline for evaluation was developed at this meeting. It is categorized by pupil, teacher, parental, and institutional expectations and contains identified indicators of change in an order of priorities selected by the staff.

I. Indicators of Pupil Development

A. Academic

1. Reading achievement (comprehension, phonics)
2. Independence (control of own learning)
3. Problem-solving abilities
4. Communication skills (language, verbal, written, listening)
5. Mathematics skills
6. Interdependence
7. Color-shape knowledge

B. Health

1. General achievement
2. Prevention
3. Parental involvement (awareness, participation, attitude)
4. Attitude
5. Attendance

II. Indicators of Teacher Development

1. Classroom management (class environment, interaction patterns)
2. Views on worth and needs of the children (expectations)
3. Awareness of the strategies, contents, concepts, and materials
4. Acceptance of parents and supportive staff
5. Enjoyment
6. Team organization
7. Security in position
8. Willingness to experiment

III. Indicators of Parental Output

1. Understanding of program
2. Frequency and type of participation
3. Adult education and career development
4. Roles able to fulfill

IV. Indicators of Institutional Change

1. Career development
2. Enthusiasm of teachers

While these meetings were extremely useful in identifying or affirming types of evaluation, it is extremely important that teachers be asked to help develop more specific performance-oriented objectives. Only when teachers at the grass-roots level help develop the objectives will they feel comfortable with them.

In addition, it is highly recommended that expectation levels (bench marks) be projected for student growth in FY 1971-72. Comparison data and baseline data are good for setting expectation levels. It is also recommended that individual school environments be carefully examined since this variable may, in certain instances, be more or influential than the Follow Through treatment.

How Were the Data Reported?

One of the functions of the evaluator was to provide useful information relative to the major questions raised at critical points in the development of the program. An important aspect in doing this was the publishing or presenting evaluative findings in a way that results quarterly in EES oral and written reports and in progress reports by the RA. All remarks in these reports were aimed at program improvement.

RECOMMENDATION: A SCHEDULE SHOULD BE DRAWN UP FOR COLLECTING AND DISSEMINATING INFORMATION TO TEACHERS. LEAD TEACHERS OFTEN FELT INCAPABLE OF INTERPRETING THE FEEDBACK DATA TO TEACHERS (SEE PAGE 31 FOR THE RESULTS OF A LEAD TEACHER QUESTIONNAIRE).

RECOMMENDATION: EES SHOULD ALSO SEND THE DIRECTOR, ASSISTANT DIRECTOR, AND RA A ROUGH DRAFT OF EACH FEEDBACK REPORT AT LEAST A WEEK PRIOR TO REPORTING TO THE WHOLE STAFF. IN ADDITION, STAFF MEMBERS, ADMINISTRATORS, CONSULTANTS, AND RESEARCHERS SHOULD HELP DECIDE THE TOPICS FOR THE REPORTS.

What Was the Responsibility of the RA?

The basic responsibility of the RA, as viewed by the research department, was to monitor and evaluate the Follow Through Program as independently viewed. Follow Through was monitored this year by the RA in terms of management-control, process, lines of communication, diagnostic procedures, and cost-effectiveness. The RA attempted to determine if the stated Follow Through purposes and objectives were achieved.

The RA often became involved in the activities of the feedback system via test administration and coordination and through interaction with Follow Through personnel; however, the RA generally tried to be free of the administrative decision-making process and of the administrative control of the program. Unfortunately this was a difficult path to pursue since some Follow Through personnel perceived the evaluator as an integral part of the program whose major responsibility was coordinating all feedback activities under the supervision of the Follow Through director.

Several Follow Through administrators and consultants thought that the RA should be primarily concerned with helping teachers (that is, feeding back information and helping them develop behavioral objectives). Because of the massiveness of the assessment effort, a new position (Assistant Director*) has been created for FY 1971-72 to perform these internal duties and to emphasize helping teachers use the data. It is important that the Assistant Director must have access to adequate funds before priorities and a plan of attack can be determined. The number and types of studies conducted depend on the organizational needs and the resources devoted to providing data for decision making. Hence, with the operational activities being cared for by the Director or Assistant Director, the Research Assistant will have the necessary time in which to evaluate the manner the objectives are being pursued, to identify deviations from the objectives, to identify promising practices, and to determine the cost-effectiveness of the program.

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* The name has recently been changed to Coordinator for assessment.

These functions are separate from those of routine data gathering needed to carry on the daily tasks of the program. These latter functions are operational and should be performed by someone other than the RA who is concerned chiefly with development, evaluation, and dissemination.

Do Follow Through and the School Program Merge, Is Follow Through Only a Resource, or Is It a Separate Group of Activities?

Teachers have mixed feelings about the question, "Is the project operated in isolation as opposed to being operated as part of the total school program"? Presented now are the teacher's anonymous responses to related questions:

Which best describes your attitude about Follow Through? (See Appendix B for breakdown by grade.)

/16/ Extra resources and training for me

/16/ A way of improving the whole program at my school

/4/ Extra requirements to perform

Do you feel the Follow Through project is isolated from the rest of the school?

/6/ FT staff tends to operate apart from the regular school

/13/ To an extent

/5/ Probably not

/10/ No, FT encourages communication among all school personnel

Was the principal able to help you with anything related to Follow Through?

/7/ Principal was big help but not specifically with FT activities

/7/ Principal contributed in many FT activities which benefited me

/9/ Did not perceive principal as part of FT program

/10/ Principal did not help directly

Are there too many Follow Through requirements that are disruptive to your normal teaching routine?

/8/ Yes

/19/ At certain times

/11/ No, they usually help

Were you able to develop your own classroom objectives because of Follow Through support and encouragement?

/18/ Yes

/16/ To some extent

/2/ No

Do Follow Through processes complement or duplicate the regular school program?

/26/ Complement & supplement each other

/4/ Little coordination between them

/3/ Duplication & conflict

Have you received information or ideas on other early childhood programs because of Follow Through?

/4/ Present other approaches Yes, FT personnel

/11/ Occasionally

/19/ Very Seldom

Did Teachers and Administrators Participate in the Evaluative Planning?

All central staff members were involved extensively in planning for the evaluation. Principals and area superintendents were invited to feedback sessions, but otherwise were not really encouraged to participate in the basic evaluative planning sessions. Lead teachers have helped and given much support in formulating evaluative plans and in implementing them. Teachers often expressed their views on testing, but were seldom called upon to aid in this planning.

RECOMMENDATION: A FEW TEACHERS SHOULD PARTICIPATE IN THE DECISION-MAKING AND PLANNING PROCESSES. DIFFERENT TEACHERS COULD BE IDENTIFIED EACH TIME. THIS WOULD NOT ONLY PROVIDE A GRASS-ROOTS PERSPECTIVE, BUT GIVE TEACHERS A FEELING THAT THEIR SUGGESTIONS ARE BEING CONSIDERED.

Did the Feedback Generate Supplementary Evaluations?

There have been a host of supplementary evaluations generated this year. The following list is some of the questions that were asked of EES:

1. What is the relationship between the MAT (reading comprehension subscore) and the RCT?

2. What is the relationship between the MAT and CIP results?

3. What is the relationship between attendance data and the MAT reading scores?

4. What is the relationship between the self-concept scores and academic achievement?

Most of the questions remained unanswered, however.

To What Extent Did Area Superintendents and Principals Administer Follow Through in Their Areas and Schools?

Several principals and lead teachers commented that there needs to be a greater decentralization of the administrative process with more classroom oriented decisions being made at the school administrative level. Systematic and more regular means for involving principals in all phases of planning and coordination should be considered. Principals need to be kept continuously informed of all aspects and encouraged to play a significant role in the total program. If this does not happen Follow Through will fail to make a substantial impact on the school system. Principals and area superintendents are important links to spreading a program. Inviting principals to a few meetings is not enough.

From discussions with principals and area superintendents it was evident they are eager to participate more fully. Their extremely limited Follow Through role has probably caused teachers to respond negatively to the following questions:

Was the principal able to help you with anything related to Follow Through?

- /7/ Principal was big help but not specifically with FT activities
- /9/ Did not perceive principal as part of FT program
- /7/ Principal contributed in many FT activities which benefited me
- /10/ Principal did not help directly

Summary of how principals helped:

- /5/ Provided materials and resource personnel
- /4/ Provided constant support and guidance in planned activities
- /1/ Helped organize parent activities
- /28/ No response

Were your school administrators (including principal and head lead teacher) enthusiastic about Follow Through?

/15/ Yes /13/ Moderately /7/ No

What Were the Channels of Communication Between the Schools and the Central Follow Through Staff (not including staff assigned to schools)?

The lines of communication and patterns of interaction between the central staff and lead teachers were excellent and provided for very substantial dialogue. Follow Through personnel received much cooperation from the school staffs. The interaction between the central staff and teachers was moderately effective with the coordinators doing much of the interacting with the teachers.

To the question, "What Did the Follow Through Central Administrative Staff Contribute That Was Directly Beneficial to You?" the teachers responded as follows:

/3/ New educational games and resources
/2/ Materials and supplies
/2/ Testing assistance and feedback
/6/ Beneficial workshops and conferences
/4/ General assistance and leadership
/4/ Nothing directly
/20/ No response

Were Follow Through Objectives Meaningful to Teachers?

The teachers responsed to questions about the meaningfulness of objectives as follows:

Were the objectives of Follow Through meaningful enough for you?

/24/ Yes /11/ Need to be clarified /1/ No, very vague

Were you able to develop your own classroom objectives because of Follow Through support and encouragement?

/18/ Yes /16/ To some extent /2/ No

RECOMMENDATION: SEVERAL TEACHERS SUGGESTED THAT OBJECTIVES BE MADE MORE MEANINGFUL BY MAKING THEM MORE PERFORMANCE ORIENTED. TASK FORCES OF TEACHERS COULD HELP WRITE SPECIFIC BEHAVIORAL OBJECTIVES DURING THE SUMMER WORKSHOP - - OBJECTIVES THAT ARE BOTH INDIVIDUALIZED TO MEET THE NEEDS OF PARTICULAR CLASSROOMS OR THAT ARE GENERALIZABLE TO MANY CLASSROOMS.

Were Role Expectations Being Fulfilled?

When asked about role fulfillment teachers responded:

Was the lead teacher able to contribute to your teaching effectiveness by observation and advice?

/9/ Observed class often & gave good advice /17/ Helped when she could /9/ Not really

What were your views on the presentation of new materials and ideas by your lead teacher?

/11/ Superior presentation generated enthusiasm /17/ Presentation effective /9/ Presentation inadequate

Was your aide effective instructionally?

/23/ Usually /8/ Occasionally /3/ Seldom

Check the services that helped you identify or resolve individual pupil difficulties?

/24/ Health /17/ Social /19/ Psychological /18/ Parent Workers
/14/ Reading /17/ Speech /24/ Classroom Aides /9/ Evaluation Feedback

Check the group(s) that helped you become more attuned to parental views and feelings?

/14/ Social Workers /24/ Parent Workers /10/ Parent Volunteers
/15/ Classroom Aides /5/ None of these

The results, in addition to school observations, indicate that the Follow Through personnel assigned to schools in supportive roles were living up to expectations quite well. Better attitudes and better planning were fostered by the team approach. The role of lead teacher; however, should be thoroughly reviewed with an emphasis on demonstrating more and telling less.

Data also indicated that the feedback system needed more attention as to what data should be disseminated to teachers and how they could use the data. It did little good to give teachers data merely because the data were available.

Were Comprehensive Curriculum Guides Available for the Teachers to Follow?

We need more specific curriculum guidelines in aggregate form showing where it is we are expected to lead our children, rather than vague, general

objectives which tell nothing.

Teachers generally agree via the questionnaire.

Are you satisfied with Follow Through curriculum guidelines?

/13/ Yes /14/ Partially /7/ No

Summarization of why they replied to this question.

/5/ Very worthwhile & well defined
/1/ Includes important reasoning skills
/2/ Stimulates teacher creativity
/1/ Not enough math, science
/1/ Enacted communication incomplete
/4/ Need more specific objectives & skills (clarified)
/1/ Piecemeal approach
/3/ Incomplete, no tentative curriculum
/1/ Too much
/2/ Does not stimulate achievement

Was the curriculum organized such that you knew what skills and materials were appropriate for each child?

/23/ Yes /8/ Some parts were /5/ No

Which components of the curriculum (for example; Math, Reading, Enacted Communication) were not effectively organized?

/14/ Math
/7/ Reading
/8/ Enacted Communication
/6/ All were
/9/ No response

Was There an Adequate Source of Materials? Written Information?

When asked these questions teachers responded:

Did you receive enough written information about Follow Through?

/23/ Yes /8/ To some extent /5/ No

Could you get Follow Through based materials when you needed them?

/13/ Almost always /20/ Sometimes late /2/ Almost never

A problem which existed in Follow Through was the verification that certain basic administrative tasks were actually performed. Procedures must be determined to insure that teachers have all handouts and materials needed

at the first of school year and that all consultant information filters down into every classroom. When the process drags out into the school year, teachers generally give up all attempts to get such materials (as some second and third grade teachers did this year). Verification should also be made to insure that all principals and administrators were given notification of all feedback meetings.

One complete set of model literature and handouts should be given to all teachers at the beginning of the school year.

Were the Opinions of Parents Incorporated Into the Program and What Effect Did This Have on Child Progress?

The Follow Through program was deeply committed to the involvement of parents in school activities and the importance of parent's feelings about the progress which their children were making in school. The opinion of parents were incorporated in most aspects of our program through a series of specific activities which actively involved parent aides, parent workers, and PAC members. Parents should be given more opportunities to participate in an overall decision-making role such as they do in Career Development Committee meetings. Anne Hutchinson, Program Assistant; for example, encouraged parents to play a substantial role in the planning and management of a career development ladder. This certainly was in line with the direction identified at our negotiations session in New York and at a Follow Through evaluation conference in Washington.

RECOMMENDATION: ENCOURAGE ONE OR MORE PAC MEMBERS TO ATTEND STAFF MEETINGS, DISSEMINATION MEETINGS, AND MODEL CONFERENCES.

Teachers responded to various questions on parental input as follows:

How were you able to incorporate parental views into your instruction? (Summarized)

- 3 Have parents work in classroom
- 5 Learned their views
- 1 Attended Parent Meeting (for their views and conversing with them)
- 7 Was not
- 22 No response

How do you feel this contributed to teaching children?
(Summarized)

/4/ Helped in learning about individual children (their behavior and home environment)

/2/ Helped parent become attuned to Follow Through objectives so that they could help

/1/ Better parent-teacher support

/2/ It did not

/30/ No response

Do you have reason to believe that parents visited your class more often due to Follow Through?

/13/ Yes /9/ Not sure /15/ No

Did parental concern about their children seem to affect the children?

/16/ Yes /14/ Not sure /7/ No

Did Evaluation Foster Curriculum Improvement?

Evaluation has made an impact on curriculum improvement in the area of reading (specifically the DAD program) in terms of identifying decoding strengths and weaknesses of children. Some progress also has been made during the year in identifying the math and matrix skills children need additional help with. Model personnel intend to identify those skills which are measured by the MAT that are the most relevant to the ILM Model. Further they will determine how the model has progressed and in what direction we need to pursue based on an MAT item analysis currently available. The re-examining this year of our philosophy of evaluation is promoting a greater emphasis on diagnostic teaching and the setting of more performance oriented objectives. In addition, continuous monitoring of the program indicates that the ratio of development-time and effort versus implementation-time and effort may be unbalanced in favor of the developmental side.

Were the Links Between the Sponsor and the Schools Sufficient?

It is quite amazing how well the model staff, as a whole, became attuned to the environments of Follow Through schools. The new model sponsors provided

excellent leadership and should be able to accomplish the pulling together of the curriculum and strategies by the middle of FY 1971-72.

Teacher's responses to questions about the help they received from model consultants are categorized as follows:

Did Model consultants help you manage your class more effectively?

/16/ Provided much help in managing activities

/17/ Only provided materials and guidelines

/2/ Merely imposed requirements

Did consultants follow-up their orientation activities with observations of your classroom?

/18/ Usually

/16/ Sometimes

/3/ Seldom

What consultants have you really received valuable help from?

/16/ Math (Mont, Winters)

/28/ Reading (Richardson)

/11/ General Curriculum (Gotkin, Wolf)

/14/ Enacted Communication (Shaw, Allyon)

/5/ Classroom organization (Gravel)

/1/ None

/3/ No response

Which consultants would you like to visit your classroom more often (because you need more help in that area)?

/1/ General Curriculum Assistance

/9/ Math

/10/ Enacted Communication

/5/ Reading

/2/ Science

/2/ Classroom management & behavior

/2/ No one in particular

/12/ No response

One should not try to compare consultant's efforts to help teachers solely based on these data. Obviously each has different roles, modes of contact, and time available. Some work with individual teachers, some with groups, and some with administrators. What the data did point out, however, is that the teachers had very positive feelings about the model consultants.

While the ILM was not attempting to focus on all curriculum areas and objectives, the RA believes they will be able to work on these concerns during FY 1971-72 since their links with the schools are so strong.

- How to pull together the curriculum and model strategies (processes)?
- How consultants can help teachers become managers of their own classrooms (as opposed to imposing requirements on a teacher that she has not helped determine)?
- How the program can be monitored more intensively by keeping track of the dissemination and flow of model information and by observing the grass-roots application of recommended procedures (that is, does information filter down into the classroom, do teachers have time to consolidate things, are procedures implemented, and do teachers know what their expectations are)?
- How much of the program for Follow Through consultants should originate in Atlanta?

What Impact (Spin-off) Did Follow Through Have on Personnel in and out of the Project?

If Follow Through is to have an impact on the school system it must first make a significant impact internally (that is, based on enthusiasm within the Follow Through schools). What is expected of the children should also be expected of the project. That is, does Follow Through help teachers to help themselves rather than simply being a set of resources or requirements? ILM is basicallly a process model designed to help teachers help themselves and to stimulate institutional change.

National and local administrators have identified three audiences which are in the best position to influence significantly the kind of longlasting impact Follow Through will make on the Atlanta School District. These three groups are:

- Follow Through parents.
- Follow Through teachers.
- Follow Through principals and area superintendents.

Follow Through teachers were questioned concerning how they feel about the program in general (techniques, administration, their own input, and others). Here are the responses to those questions:

Were there any non Follow Through teachers at your school (from any grade) who you saw doing anything they learned from Follow Through?

/20/ Yes /15/ No

What (summarized):

/16/ Follow Through games & game format

/1/ Enacted communication

/1/ Classroom organization

/2/ Small group work

/1/ Other Follow Through routines

/3/ No opportunity to observe

/15/ No response*

Specified types of Follow Through games by non Follow Through teachers:

/5/ Math

/6/ Language Lotto

/2/ Matrix

/1/ Concentration

Is your school administration (including principal) enthusiastic about Follow Through?

/15/ Yes /13/ Moderately /7/ No

Given your past teaching experience, do you believe children are better off because of Follow Through?**

/16/ FT Children are better

/9/ FT Children are equal to children in other good programs I have seen

/5/ Can't really see a difference between FT Children & Non-FT Children

/5/ Lack experience to make comparison

Which best describes your attitude about Follow Through?

/16/ Extra resources and training for me

/16/ A way of improving the whole program at my school

/4/ Extra requirements to perform

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* All Teachers (7) at Wesley Avenue did not respond to this question.

** Teacher Comments: Follow Through Children are better in Kindergarten. Follow Through Children are better in some ways and not as good in others.

Was the principal able to help you with anything related to Follow Through?

/7/ Principal was big help but not specifically with FT activities

/9/ Did not perceive principal as part of FT program

/7/ Principal contributed in many FT activities which benefited me

/10/ Principal did not help directly

Do you have reason to believe that parents visited your class more often due to Follow Through?

/13/ Yes /9/ Not sure /15/ No

Did parental concern about their children seem to affect the children?

/16/ Yes /14/ Not sure /7/ No

This information suggested that in many of the schools the goals of Follow Through are actually becoming part of the regular school program, but that principals and parents must be encouraged to play more of a role in this effort.

The Follow Through approach (in particular the games format) was presented in non-Follow Through schools by Donna Baker via a series of very informative dissemination sessions. This work was certainly valuable towards building a foundation for long term system impact. Perhaps the real measure of the impact of our program, however, will occur next year in the 4th grades of Follow Through schools. If the project does not "rub off" on those classes then there is little reason to believe there will ever be a spin off that will effect the system as a whole.

RECOMMENDATION: INCLUDE 4TH GRADE TEACHERS (IN FOLLOW THROUGH SCHOOLS) IN AS MANY PROJECT ACTIVITIES AS POSSIBLE ON A CONTINUOUS BASIS - - NOT MERELY INSERVICE-TYPE PRESENTATIONS.

RECOMMENDATION: IMPLEMENT A SPECIFIC PROGRAM TO HAVE TEACHERS SPEND MORE TIME OBSERVING OTHER TEACHERS, PARTICULARLY 4TH GRADE TEACHERS.

To What Extent Were Follow Through Children Involved in Activities and Games?

One of the strongest aspects of Follow Through was the games approach. The following questionnaire results focused on the games format as perceived by teachers:

Do children seem to be more involved and active because of Follow Through?

/22/ Yes, definitely /9/ Possibly /0/ No /4/ Lack experience to make comparison

Did your children complete most of the games they started to play?

/16/ Completed most /17/ Completed some /3/ Few completed before moving to another game

Do you think it's realistic to say that the game formats help children gain control of their own learning?

/2/ Merely educational jargon /17/ There is some evidence /16/ Encourages enthusiasm for learning

Did children at higher levels of mastery actually help other children learn to play games rather than simply playing together?

/21/ Often /12/ Only under constant supervision /0/ Rarely

Do you think the game formats and strategies were appropriate?

	Most Were	Some Were	Few Were
K	10	5	0
1	7	2	2
2	1	2	2
3	2	5	0
Total	20	14	4

The games approach definitely encouraged activity and involvement and encouraged our children to work together (interdependence). In particular there was statistical evidence that using game formats helped increase the academic performance of kindergarten children. We must make sure that at the 2nd and 3rd grade levels we do not just play games in lieu of instruction.

Were Inservice Sessions Considered Appropriate and Effective?

Another positive aspect of the Follow Through program was the inservice orientation of teachers. Teachers responded to that question in the following manner:

Were Follow Through inservice sessions beneficial and informative?

/23/ Most were /13/ Mixed feelings /1/ Not worth the time

Consultants should continue to apply to teachers many of the strategies devised for teaching children such that teachers continue "taking control over of their own teaching".

Did Parents, Aides, and Teachers Work as a Team?

There was a healthly degree of interaction and spirit of cooperation among staff members. This occurred, in part, because of a beneficial overlap in role function resulting in staff members being involved and interested in what other persons were doing.

When asked about team work teachers responded:

Was there team work between all Follow Through personnel at your school?

/5/ Only within the classroom /25/ Between classrooms and most personnel /8/ Little real team work

The Urban Corps students who were employed by Follow Through this year were in many cases, able to add enthusiasm to the classroom environments (these students were identified by the Research Department and served as classroom aides).

What About Follow Through Teacher-Pupil Behavior and Classroom Interaction During Game Formats (Classroom Management)?

A description of teacher-pupil behavior which is appropriate during each game format would be useful. A complete description is needed of the child who is playing a game well. A list of various kinds of behavior could be drawn up and matched with appropriate teacher behaviors. (For example, What behavior is appropriate when children do not wish to complete games?). Perhaps a video taping could be made demonstrating how a teacher orients her class

to a game and how she acts to get children to begin managing the game. If video tapes were available, it would help bridge the demonstration gap between lead teacher and teacher.

We need to know information such as how long children maintain attention and what kind of games are most appropriate for what levels. Also the rules which are the basis for positive reinforcement might be more specifically identified.

When asked various questions about classroom management and interaction teachers replied:

Do you usually know what to do if a child exhibits inappropriate behavior while playing a game?

/32/ Usually /5/ Often don't

Did children at higher levels of mastery actually help other children <u>learn</u> to play games rather than simply playing together?

/21/ Often /12/ Only under constant supervision /0/ Rarely

Did your children complete most of the games they started to play?

/16/ Completed most /17/ Completed some /3/ Few completed before moving to another game

Do you think the game formats and strategies were appropriate for your children?

/20/ Most were /14/ Some were /4/ Few were

<u>How Was A Child's Progress Measured When He Took Control of His Own Learning?</u>

Unfortunately, no one has been able to answer this question. Teachers did feel that there is some evidence that children are more enthusiastic towards learning.

Do you think it's realistic to say that the game formats help children gain control of their own learning?

/2/ Merely educational jargon /17/ There is some evidence /16/ Encourages enthusiasm for learning

Were Follow Through Processes Properly Integrated into the Total School Curriculum?

Follow Through complements the school program in the sense that many of the goals of Follow Through were incorporated into the regular school program. When asked about the merging of the two, teachers responded:

Do Follow Through processes complement or duplicate the regular school program?

/26/ Complement & supplement each other

/4/ Little coordination between them

/3/ Duplication & conflict

Are there too many Follow Through requirements that are disruptive to your normal teaching routine?

/8/ Yes /19/ At certain times /11/ No, they usually help

Were you able to develop your own classroom objectives because of Follow Through support and encouragement?

/18/ Yes /15/ To some extent /2/ No

What Effect Did the Administrative Climate Have on Follow Through?

In an effort to assess the entent to which personnel have had a voice in decision making and the extent they perceived their suggestions were followed, this question was asked of teachers:

Did you have any voice in Follow Through decisions that were made this year?

/9/ Able to express my views & they were adequately considered

/13/ My views were expressed but few were adequately considered

/8/ No effective way to express my views

/2/ Satisfied with program & did not have to express views

In addition, the teachers were asked about the role of the principal and the central administrative staff. The responses to related questions are categorized below.

Was the principal able to help you with anything related to Follow Through?

/7/ Principal was big help but not specifically with FT activities

/9/ Did not perceive principal as part of FT program

/7/ Principal contributed in many FT activities which benefited me

/10/ Principal did not help directly

How did he help (summarized):

/5/ Provided materials and resource personnel

/4/ Provided constant support and guidance in planned activities

/1/ Helped organize parent activities

/28/ No response

What did the Follow Through central administrative staff contribute that was directly beneficial to you (summarized)?

/3/ New educational games & resources

/2/ Materials & supplies

/2/ Testing assistance & feedback

/6/ Beneficial workshops & conferences

/4/ General assistance & leadership

/4/ Nothing directly

/20/ No response

The administrative climate of Follow Through needs to become much more responsive to the views and opinions of all personnel - - particularly those of parents, teachers, and principals.

How Did Follow Through Affect Teacher Enthusiasm?

Teacher enthusiasm seemed to depend on what grade was taught, thus Kindergarten teachers were very enthusiastic and third grade teachers were not. Specific results by grade are presented below:

Are you a more enthusiastic teacher because of Follow Through?

	Yes	No
K	14	1
1	7	1
2	2	2
3	1	5

Several teachers favored establishing periods of time for consolidation with no additional requirements being placed on them. This policy proved to be successful when implemented by the director last February.

What About the National Evaluation?

So far little information has been received from national evaluation efforts. Unfortunately SRI is not really set up to help communities assess their own objectives. We receive memo's stating that reports will be made available but significant information has not arrived. It appears that most subcontracted evaluation agencies are only interested in their own thing.

What About National Consultants? and Administrators?

The project has some outstanding national consultants and administrators who have a real feeling for the concerns of Follow Through in Atlanta. Dick Henze, our general consultant, did much to help organize the operation. Warren Kinsman, our consultant for the supplementary training of aides, identified an avenue which may serve as a catalyst for involving parents in the overall decision-making process. In addition, Don Burns, Robert Egbert, and Jim Turk, while visiting Atlanta, made many positive suggestions for improving the project.

Was There Evidence of a Sequencing of Program Skills and Were Teachers Able to Identify at What Level a Particular Child was Performing (and What Were the Procedures for Checking Student Progress)?

Kindergarten teachers and many first grade teachers felt quite secure using the games and processes developed by the ILM staff. Second and third grade teachers (plus lead teachers) sometimes expressed concern about the lack of achievement levels specifying which parts of the curriculum were most appropriate for children with specific characteristics. When asked about evaluating the performance of their children, the teachers felt they knew their children quite well despite the fact that levels of learning were not identified.

Do you feel you know your children well enough to accurately evaluate their skill and performance?

27	Know each child quite well	7	Know well enough given the number of children	2	Lack complete knowledge on many children	0	Not really sure how well I know any of them

Levels of learning, based on a sequencing of skills or processes (because ILM is a process model), could be developed as a guideline for teachers.

Should the Role of Lead Teachers Be More Restricted So That More Time Can Be Spent in Training, Assisting, and Observing Classroom Teachers?

Three lead teachers responded to an anonymous questionnaire on the role of the lead teacher. The responses of the three lead teachers (who will be labeled lead teachers A, B, and C) are listed below:

I. Please estimate the number of hours you spent during the year performing the following activities:

Lead Teacher A	B	C	
$\frac{1}{2}$	3	70	Discussing the Follow Through curriculum with your principal (not head lead teacher).
0	5	70	Discussing Follow Through Data with the principal.
7	4	20	Discussing Follow Through Data with groups of teachers.
5	3	100	Discussing Follow Through Data with individual teachers.
5	0	3	Coordinating with social agencies.
10	200	100	Diagnosing the strengths and weaknesses of individual pupils (working with individual pupils).
8	9	25	Consulting individually with Follow Through model consultants (not meetings or conferences).
15	9	10	Consulting individually with Follow Through model administrative personnel (not meetings or conferences).

II. Please estimate the <u>percentage of time</u> you spent during the year on each of the following activities (this list of per cents should add up to 100%):

Lead Teacher A	Lead Teacher B	Lead Teacher C	
25	20	10	Clerical duties (Follow Through records, distribution of handouts or materials, obtaining materials, test scoring, data collection, surveys, requisitions, and others).
10	10	8	Administrative duties (scheduling, orgainizing meetings, planning, coordinating, test administration, pupil placement, and others).
10	2	6	Attending Follow Through meetings and conferences (planning, inservice, feedback, model-sponsored or administrative but not including those you scheduled for your teachers).
2	10	6	<u>Non-Follow Through</u> school activities (school meetings, committees, filling in for teacher, school responsibilities).
15	2	10	Observing teachers and classroom activity.
10	5	8	Demonstrating new ideas, materials, and methods to Follow Through teachers (not merely presenting teachers with handouts, but training or showing them individually or at meetings).
5	5	4	Working with parents (concerning their children, school policy, training for them, community involvement, and others).
5	5	10	Development of games, materials, tests, or new ideas.
10	10	15	Individual discussions with teachers (discussion of objectives, lesson plans, ideas, materials, but not demonstrations).
3	9	10	Discussions with Follow Through supportive personnel (social, parent, or health workers, psychologist, speech, art, music, research, administrative).
2	20	10	Working individually with children (diagnosing, instructing, disciplining, telling stories, and others).
3	2	2	Investigations or Readings (studies you design, professional growth, studying early childhood techniques, and investigation of absenteeism).

This table helped separate the educational activities from the management activities. If the results were even roughly indicative of the three other lead teachers then only about one-fourth of their time was actually spent in training, assisting, or observing classroom teachers. The aide that will be assigned to the lead teacher next year will help free the lead teacher from clerical duties.

Emphasis should now be put on helping teachers through demonstration, observation, and individual assistance. Demonstrate more, tell less should be her motto.

Lead teachers should not just hand out "pat programs" but work with the teachers recommending changes when needed and supporting existing techniques when effective. Teachers need feedback on how the program is progressing in their class. Consideration might also be given to whether lead teachers can adequately represent their teachers in evaluative planning.

What About Test Administration, Test Standardization, and Test Coordination?

The function of a test is to discriminate among individuals with maximum precision and fairness. To do this there must be a continued emphasis on high quality data-gathering mechanisms. The following recommendations are based on experiences gained this year.

RECOMMENDATIONS:

- HIRE AND THOROUGHLY TRAIN TEST TEAMS FOR ALL EVALUATIVE TESTING. VOLUNTEERS* AND FOLLOW THROUGH SUPPORTIVE PERSONNEL CAN ALSO BE USED BUT ARE HARDER TO SCHEDULE. TEACHERS SHOULD DEFINITELY NOT BE USED FOR EVALUATIVE (NOT DIAGNOSTIC) TESTING SINCE IT IS MOST DIFFICULT TO STANDARDIZE THEIR TEST ADMINISTRATION.

- CONSIDER PROMOTING THE NEW BATTERY OF IOWA ACHIEVEMENT TESTS AS A CITYWIDE REPLACEMENT FOR THE MATS.

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* Thirteen volunteers from the Jewish Women's Council administered the Math and Matrix tests this year.

- EMPHASIZE QUALITY CONTROL DURING THE TESTING THROUGH OBSERVATION AND THE RECOMMENDATIONS OF TEACHERS.
- USE CRITERION TESTS WHENEVER POSSIBLE.
- BE PARTICULARLY CONSCIOUS OF METHODS FOR REDUCING MISSING DATA ESPECIALLY DATA FOR INDIVIDUAL PROFILES.
- ALWAYS HAVE EVIDENCE AS TO WHAT SIZE GROUP A TEST CAN BE ADMINISTERED TO MOST EFFECTIVELY AND EFFICIENTLY.
- AVOID THE TENDENCY TO HAVE FOLLOW THROUGH LOOK GOOD BY ENCOURAGING GUESSING OR THE ELIMINATION FROM EVALUATIVE FINDINGS OF SPECIAL STUDENTS WHEN THIS IS NOT DONE WITH COMPARISON GROUPS.
- DETERMINE A TIMETABLE FOR TESTING BASED ON WHAT INFORMATION DECISION-MAKERS NEED AND WHEN THEY NEED IT.

Does There Need To Be More Articulation Among the Various Early Childhood Programs?

Articulation among school district programs is largely unaffected by an occasional dissemination presentation. Projects can always be linked together through a series of specific activities and national Follow Through encourages the coordination of all early childhood school programs. The health component of Follow Through provides an excellent example of a linkage between Follow Through and community resources. Teachers were asked this question relating to the articulation among early childhood programs:

Have you received information or ideas on other early childhood programs because of Follow Through?

/4/ Yes, FT personnel present other approaches

/11/ Occasionally

/19/ Very seldom

What Procedures Can Be Implemented to Increase the Involvement of the PAC and Can the PAC Help Determine Ways to Assess the Feelings of Parents?

Nationally, administrators are saying projects need to collect more information and data about parent's attitudes towards Follow Through and about their participation in the program. Positive parental feelings certainly were a good indicator of project success this year. The development by the

Career Development Committee of a proposal for supplementary training and a career ladder was yet another means for increasing the involvement of the PAC in the decision-making process.

> RECOMMENDATION: INVITE A PAC REPRESENTATIVE (OR ALTERNATING REPRESENTATIVES) TO ALL CENTRAL STAFF MEETINGS. IF THE PROGRAM IS SERIOUS ABOUT PARENTS EVENTUALLY ASSUMING THE RESPONSIBILITY FOR THEIR OWN CHILDREN'S EDUCATION THEN THERE IS REASON TO BELIEVE PARENTS SHOULD BE GRADUALLY BROUGHT INTO THE DECISION MAKING PROCESS.

What Contribution Did EES Make and What Improvements Should Be Made in Our Information Retrieval System?

Because of the contributions of EES many important questions were considered this year. Their system certainly provided a departure point for continuous program improvement, but project personnel must begin to shape carefully the system to fit the projects needs. The need for accurate data, decent evaluation, and planning in terms of stated priorities is more, not less, critical in a time of diminishing resources. Listed below are several of the major contributions made by EES:

- EES personnel continuously interfaced with decision-makers as to what goes into the data bank.
- Feedback sessions were informative and stimulated needed discussion.
- Much information was distributed in published form so that everyone had equal and simultaneous access to it.
- Feedback procedures fostered curriculum improvement and individualized instruction.
- Evaluation focussed on accountability and whether the Follow Through plan was actually being implemented.
- EES personnel pushed for the statement of behavioral objectives and data relating to objectives.

An analysis of complex programs being funded makes patient longitudinal study essential. Many programs are evaluated yearly, but each time this one year effort is essentially unrelated to preceding years. So that Atlanta Follow Through might consolidate its systems approach toward longitudinal evaluation and so that information flow is not merely a convenient label for a mass of ill-defined activities here are several considerations which can be concentrated upon in FY 1971-72.

- More reliance on publications rather than mass printouts (that is, condensations to make the great bulk of data more meaningful).
- More discussions to determine the value each piece of data has to decision-makers and teachers (too often reports are filled with information little of which has much bearing on the problem at hand).
- A detailed plan for reporting longitudinal data.
- More of an effort to be thorough rather than crash efforts to meet specific deadlines.
- Less reliance on what is available and more on specific questions of relevance.
- Labeled printouts, a reduction in missing data, clearer formats, and verifyied data (Reports this year have contained too many errors).
- More documentation on definitions, measures, standardization, and on what is in our data bank.
- More conferences to determine the contents of reports, tone of feedback reports, and ways of verifying data.
- A detailed plan to offer the teacher technical aid and to work on a climate receptive to using evaluative data.

RECOMMENDATION: A PROCEDURE TO VERIFY ALL FEEDBACK RESULTS SHOULD BE IDENTIFIED.

RECOMMENDATION: COMPLETE THE FOLLOWING ANALYSIS WHICH WERE IDENTIFIED AND REQUESTED THIS YEAR BUT HAVE NOT BEEN COMPLETED:

- CORRELATIONS BETWEEN MAT (READING COMPREHENSION SUBSCORE) AND THE RCT, CIP, COLOR-SHAPE, AND ATTENDANCE MEASURES.
- LONGITUDINAL COMPARISONS (RCT, MRT, MAT)
- MAT PRE-POST ANALYSIS OF GAIN SCORES
- SELF CONCEPT COMPARISONS (FOLLOW THROUGH VS COMPARISON)

INFORMATION DATA

Rather than reproducing any of the analyses from EES Feedback reports the major emphasis of this section will be to pull together EES analyses by looking at longitudinal information and by filling in any gaps that exist in terms of relevent evaluation information.

How Were Comparison Groups Used to Help Evaluate Follow Through?

Comparison groups were identified to help us separate social progress from program progress (here we define social progress loosely to mean that progress which could normally be expected to occur in a typical low income-classified school). Since so many potential comparison-type schools also operate under special programs (Title I, Model Cities, and others) it is often difficult to say what a typical low-income school really looks like. Consequently, it should not be concluded that a lack of progress exists if there are no differences between Follow Through and comparison results. Comparison groups, which cut across many special projects in the typical low-income school, do help serve as a yardstick to measure social progress. A more important kind of comparison of progress, however, results from a program's longitudinal change compared to its own baseline data.

Craddock, Slaton, Harris, and Slater were identified as comparison schools* based on these criteria:

- Title I Eligibility (percentage of children eligible).
- Location proximity to Follow Through schools.
- Racial percentages.
- Mobility percentages.
- Per Cent participation in free lunch program.

Non-Follow Children at Follow Through schools were also used for comparisons when available. This later type of group is specifically identified when

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* See Appendix, page A-5 for the distribution of comparison classes.

used since the group may not be completely representative of the Follow Through population. SRI pretest data indicates that Follow Through and comparison Kindergarten children have scored very similarily on the SRI comprehensive battery of basic skills (see page 40).

What About Attendance Patterns?

Percentage
Attendance by Grade

	K		1		2	
	1969-70	70-71	69-70	70-71	69-70	70-71
F.T.	87.8	86.3	88.6	88.9	91.1	89.8
Non F.T.	83.5	83.0	89.6	88.0	90.3	90.5

	3		T	
	69-70	70-71	69-70	70-71
F.T.	-	-	88.6	-
Non F.T.	91.3	91.4	88.8	-

Percentage
Attendance by School

	1969-70	70-71	69-70	70-71	69-70	70-71	69-70	70-71
English Prim.	89.5	87.7	88.8	88.6	92.3	90.4	-	-
English Main	84.5*	83.7*	89.1*	89.3*	90.0*	89.5*	91.5*	90.3
Grant Pk. Prim.	86.4	85.7	88.4	85.3	89.2	88.7	-	89.0
Grant Pk. Elem.	84.4*	84.9*	89.1*	84.7*	90.0*	89.2*	86.9*	88.5*
John Hope	87.6	88.5	89.0*	89.9	91.4*	91.3*	92.3*	92.4*
Dean Rusk	87.8	86.1	90.2*	90.1	91.5*	90.2*	93.1*	91.3*
Wesley Ave.	87.3	86.4	93.0*	89.6	91.4*	89.6*	92.7*	91.9*
Craddock	84.9*	84.9*	92.6*	89.9*	93.1*	90.6*	96.3*	96.1*
Harris	87.2*	85.7*	88.9*	90.9*	93.6*	91.0*	91.4*	95.2*
Slaton	78.4*	77.4*	84.1*	85.6*	83.5*	89.2*	86.8*	87.6*

* Indicates Non-Follow Through Class

How Do Class Sizes Differ?

No. of Classes / Class Size by Grade (1970-71)

	17-20 Students	21-24 Students	25-28 Students	29-32 Students
K	0	11	4	0
1	0	5	10	2
2	0	5	0	0
3	2	0	0	6

What Were Children Like in the Beginning of the Program (and After 1 Year)?

SRI Battery (Pretest 1970-71)

(Per Cent Correct)

Wide Range Ach. Tests

	Verbal (58 Items)	Quantitative (24 Items)
Pre F.T. Kindergarten	21.3	32.5
Pre N.F.T. Kindergarten	23.4	33.9

Other Batteries

	Verbal Test 1 (18 Items)	Verbal Test 2 (26 Items)	Quantitative Test 1 (9 Items)	Quantitative Test 2 (9 Items)
Pre F.T. Kindergarten	56.5	30.3	21.4	34.3
Pre N.F.T. Kindergarten	55.3	34.1	26.0	37.3

Color - Shape Inventory (Per Cent Correct)

		Kindergarten (October)				First Grade (October)				
	Maximum Possible	Non Verbal Color (12)	Verbal Color (12)	Non Verbal Shape (8)	Verbal Shape (8)		Non Verbal Color (12)	Verbal Color (12)	Non Verbal Shape (8)	Verbal Shape (8)
1969-70	F.T.	79.2%	59.2%	76.3%	56.3%	-	-	-	-	
1970-71	F.T.	69.2%	54.2%	62.5%	43.8%	F.T.	91.7%	85.8%	92.5%	81.3%
						N.F.T.	81.7%	72.5%	77.5%	61.3%

MRT Results (Average Stanine)

		Kindergarten (Posttest)	First Grade (Pretest)
April 70	F.T.	3.8	---
October 70	---		F.T. 4.4 N.F.T. 3.7

Follow Through Children know their basic colors and shapes quite well and do reasonably well on the MRT after one year in the program.

What About Longitudinal Results Based on the MAT (First through Third Grades)?

(Figures were based on EES reports or calculations by Research and Development Personnel.)

One of the biggest disadvantages of longitudinal studies results from pupil mobility (approximately 30%). Due to this reason the reported results were based on the total pretest and total posttest population and not the stable (non-mobile) population.

MAT I (Grade Equivalents)

First Grade - Posttest Analysis

		WK	WD	Read	Math
69-70	F.T. (Post)	1.6	1.5	1.5	1.5
70-71	F.T. (Post)	1.5	1.5	1.5	1.6
	N.F.T. (Post)	1.4	1.4	1.3	1.4

MAT I (Grade Equivalents)

Second Grade - Pretest-Posttest Analysis

		WK	WD	Read	Math
69-70	F.T. (Pre)	1.5	1.4	1.5	1.3
	(Post)	1.9	1.9	2.0	1.8
70-71	F.T. (Pre)	1.5	1.4	1.4	1.4
	(Post)	2.1	2.0	1.6	2.2
70-71	N.F.T. (Pre)	1.5(1.7)*	1.3(1.5)*	1.5(1.7)*	1.4(1.6)*
	(Post)	1.6	1.7	1.7	1.6

* The figures in parentheses are the results of English Avenue and Grant Park second graders not previously enrolled in Follow Through. The other figure is the regular comparison group.

MAT II (Grade Equivalents)

Third Grade (Pretest-Posttest)

			WK	WA	Read	Spell	Math Comp.	Math Concept	Prob. Solve.
70-71	F.T.	(Pre)	1.8	1.7	1.8	1.7	1.7	1.8	2.0
		(Post)	2.5	2.3	2.5	3.0	2.5	2.5	2.8
	N.F.T.	(Pre)	1.9(2.0)*	1.9(1.8)*	1.8(1.9)*	2.1(2.0)*	1.9(1.9)*	1.9(1.9)*	2.1(2.0)*
		(Post)	2.4	2.3	2.3	2.6	2.6	2.5	2.6

Indications are, that while Follow Through children seem to be well prepared for first grade, the cumulative deficit typified by economically disadvantaged children begins to take its toll during the first and second grades. Thus at the end of the third grade there appears to be no difference between Follow Through and comparison children on the MAT.

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* The figure in parentheses are results of English Avenue third graders not previously enrolled in Follow Through.

What Kinds of Changes Occurred Based on Criterion Tests?

Reading Criterion Test (RCT)

FY 1970-71 - Pretest-Posttest Results
(Per Cent Mean Items Correct)

	Grades (Pretest-Posttest Results)					
	K	1	2		3	
	Post	Post	Pre	Post	Pre	Post
Part I Single Letter Sounds						
m	81	91	90	98	87	98
p	63	84	85	98	87	98
f	38	72	75	93	83	95
e	4	33	75	73	77	77
t	22	71	74	95	82	97
i	10	34	58	83	66	85
z	18	56	61	84	75	94
j	13	55	61	84	75	92
u	4	28	34	72	57	74
Part II						
sit	60	69	82	94	88	97
fan	27	65	74	93	79	96
hit	19	48	55	89	73	88
nap	5	27	41	76	60	82
tin	6	40	48	82	66	84
zig	4	23	28	69	50	73
wam	3	24	29	74	52	76
fog	1	16	18	68	43	65
weg	0	13	16	52	40	61
Part III Programmed Auditory Blends						
m-an	65	79	73	97	77	99
p-it	38	67	66	96	74	94
f-at	36	66	62	94	72	96
b-it	30	55	61	90	65	91
n-it	19	44	46	83	58	82
h-id	17	42	46	85	56	81
l-im	15	39	38	78	50	77

	Grades (Pretest-Posttest Results)					
	K	1	2		3	
	Post	Post	Pre	Post	Pre	Post
Part IV Not Programmed Trigrams						
san	16	45	49	85	61	89
ban	14	41	45	88	59	89
mip	6	28	41	70	56	79
fap	6	29	30	80	47	83
pip	5	27	30	77	46	77
hin	3	27	26	33	45	80
dog	2	18	18	70	36	69
vig	2	19	17	69	36	70
sot	1	15	14	56	35	62
fet	1	14	13	47	27	57
Part V Not Programmed Auditory Blends						
s-an	27	60	49	91	59	90
r-it	32	52	42	85	52	87
t-at	27	55	47	92	56	88
h-ip	22	51	45	88	51	88
n-at	21	46	39	83	48	86
b-in	18	46	42	94	48	82
p-id	14	41	40	80	45	97
j-ad	15	43	37	83	43	83
z-ep	14	38	30	74	41	77
Part VI Programmed Silent E Endings						
cape	1	4	14	41	25	47
site	1	3	14	32	25	37
dope	0	8	14	43	26	51
zome	0	7	5	46	16	52
tabe	1	4	2	34	10	42
fire	0	3	3	35	10	39
tube	2	2	3	26	8	28
Part VII Not Programmed Silent E Endings						
bame	1	5	10	47	19	49
sipe	1	3	9	35	15	32
mote	1	6	10	42	20	18
dete	0	2	2	31	8	28

RCT Longitudinal Results (By Grade)

	K		1		2				3	
	Spr 70	Spr 71	Spr 70	Spr 71	Fall 69	Fall 70	Spr 70	Spr 71	Fall 70	Spr 71
Single Letters										
t	13	22	73	71	72	74	93	95	82	97
i	7	10	59	34	36	58	82	83	66	85
p	25	63	77	84	79	85	91	98	87	98
m	35	81	90	91	92	90	98	98	87	98
f	12	38	77	72	78	75	94	93	83	95
c	6	37	69	66	57	–	85	91	–	95
e	5	4	35	33	30	75	63	73	77	77
u	2	4	18	28	15	34	46	72	57	74
j	7	13	53	55	56	61	83	84	75	92
Bigrams										
it	5	–	57	–	38	76	82	–	84	–
in	2	–	44	–	28	57	74	–	68	–
at	4	–	55	–	55	70	85	–	82	–
ip	3	–	46	–	31	47	78	–	64	–
Trigrams*										
man	61	52	86	63	92	–	97	80	–	96
mit	28	–	60	–	70	72	82	–	81	–
fan	11	17	71	48	88	74	93	75	79	91
hit	3	12	34	30	28	55	76	74	73	81
nap	1	2	15	14	15	41	60	59	60	69
Blended Trigrams										
man	30	61**	67	76	79	73	85	95	77	97

* Does not include second try or blend in FY 1970-71.

** Not part of program in FY 1970-71.

50

The RCT was specially designed to test the content and skills taught in the DAD program. The results are quite impressive in terms of change from grade to grade (that is, pretest-posttest gains from Kindergarten to grade 3). In addition, year-to-year program improvement has been made in several parts of the program (for example, single letters in grades Kindergarten and 3, bigrams in grade 2, and trigrams in grade 3).

Math Criterion Results (Summarized)*

(Per Cent Mean Items Correct)
FY 1970-71 (February 1970)

Items (Oral Response without visual cue)

		Grades			
		K	1	2	3
I.	Counting to 10	91	99	100	100
II.	Counts objects (less than 10 cats)	93	100	100	100
III.	Counts events in time (less than 10 snaps)	68	88	92	96
IV.	Alternate counting (odds - evens)	80	97	97	100
V.	Counting from a number to a number (both under 11)	50	83	83	90
VI.	Counting backward	24	57	81	92
VII.	Addition by One	33	63	71	83
VIII.	Addition by Two	12	33	55	71
IX.	Subtraction by One	10	33	48	69
X.	Subtraction by Two	3	19	37	38

The results do indicate consistent grade level progress for the small number of skills identified on the test. The process of Subtraction by Two, however, was not acquired by 62% of the third graders.

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* Based on Research and Development calculations.

Matrix Criterion Results (Summarized)*

FY 1970-71

	K	1	2	3
1. Selects two triangles in Matrix				
(a) Identifies in sentence	10	14	7	22
(b) Identifies - no sentence	50	49	73	70
2. Identifies missing picture - 3 circles				
(a) Completely describes in sentence	20	16	20	30
(b) Both elements - after pointing**	32	49	53	22
(c) Misses completely	22	16	7	4
3. Selects Rabbit on table				
(a) Identifies both elements - sentence	40	31	53	48
(b) Identifies both elements - no sentence	42	43	33	48
4. Identifies missing picture - Duck under Table				
(a) Completely describes	17	12	40	30
(b) Both elements - after pointing**	20	37	40	9
(c) Misses completely	20	18	7	4
5. Selects Boy holding Cat				
(a) Identifies both elements - sentence	42	39	47	26
(b) Identifies both elements - no sentence	37	43	40	52
6. Identifies missing picture - Boy looking at Bird				
(a) Completely describes	7	8	27	17
(b) Both elements - after pointing**	40	43	53	26
(c) Misses Completely	17	14	14	4

* Several possible response categories have been removed.

** The tester pointed to the rows and columns and asked what was the common element in each.

	K	1	2	3
7. Selects Clown juggling 5 Balls				
(a) Identifies both elements - sentence	12	16	20	22
(b) Identifies both elements - no sentence	22	12	20	35
8. Identifies missing picture - Clown juggling 4 Sticks				
(a) Completely describes	2	6	13	9
(b) Both elements after pointing**	32	37	47	35
(c) Misses completely	22	14	7	0
9. Selects 6 Ducks				
(a) Identifies in sentence	12	16	20	22
(b) Identifies - no sentence	17	22	40	35
(c) After pointing	50	53	13	26
10. Identifies missing picture - 7 Ants				
(a) Completely describes	2	4	13	22
(b) After pointing	32	33	40	39
(c) Misses completely	32	28	20	9
11. Selects picture with No truck and No bridge				
(a) Chooses and describes correctly	32	49	33	48
(b) Chooses correctly but does not describe	15	14	33	17
(c) Completely incorrect	25	24	7	9
12. Identifies missing picture - man on truck				
(a) Completely describes	12	10	33	9
(b) After pointing	20	20	33	30
(c) Misses completely	27	18	7	0

** The tester pointed to the rows and columns and asked what was the common element in each.

13. Matches with correct numeral

	K	1	2	3
(a) 3 Tugboats	85	94	100	100
(b) 8 Flowers	47	82	93	96
(c) 6 Boxcars	57	71	100	96
(d) 4 Children	75	82	100	100

Children seemed to be making little progress in describing both elements of a missing picture in a complete sentence. They did much better at verbally identifying the two elements of a non-missing picture in a complete sentence, but had trouble abstracting and verbalizing at the same time. The implementation of matrix games should be carefully monitored next year with a greater emphasis on teacher accountability.

Did Teachers and Aides Have the Same Perception of the Children?

Behavioral Maturity Scale

Correlations Between Teacher and Aide (October)

	Grade K		Grade 1		
	FY 70	FY 71		FY 70	FY 71
Academic Maturity	.47	.51	AM	.61	.32
Interpersonal Maturity	.52	.49	IM	.44	.26
Emotional Maturity	.51	.35	EM	.27	.26

	Grade 2		Grade 3		
	FY 70	FY 71		FY 70	FY 71
AM	.71	.65	AM	-	.29
IM	.66	.41	IM	-	.06
EM	.54	.22	EM	-	.14

Teachers and aides perceived their children differently at the beginning of this year than they did at the beginning of last year. Perhaps this meant that they worked with the children in different ways. There were extremely low correlations between third grade teachers and aides.

Was Humanistic Data Incorporated in the Evaluation?

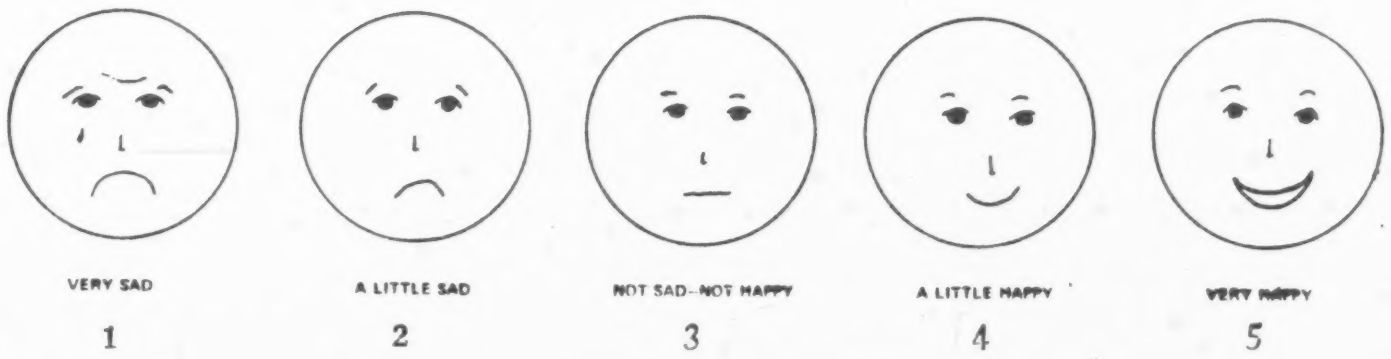
Much more careful thought must be given to the assessment of the affective - feelings domain. In March of this year a measure of self concept, the Bentley-Yeatts Self-Concept Appraisal, was administered to a sample of Follow Through students. The purpose was for group assessment (that is, Follow Through versus comparison, grade versus grade). The Instructional Objectives Exchange manual recommends that the smiling face measure (used in Atlanta) not be used as a diagnostic measure for individuals, and that it be used over a period of time in conjunction with a specific instructional activity designed to improve the self concept.

Self Concept Appraisal

A complete analysis of the "I FEEL . . . ME FEEL" self concept data is not currently available in terms of comparing Follow Through with the control group. So that program personnel may have some comparative information a group of 6 representative items has been identified. The means (both Follow Through and comparison) for these items are presented below. The identification of these items is based on two factor analyses run independently by Bentley and EES. Out of these analyses one factor seems to have clearly emerged. It has been labeled "General Adequacy" in both cases. There are six items that have high loadings on general adequacy in both factor analyses. The results presented below are our best attempt at being representative and at condensing the data while not having any other comparison information available. The 6 item means should not be looked at separately but as a group representation of general adequacy (at school).

		F.T. (N=177)	Non F.T. (N=97)
I.	Eating Lunch at School Makes Me Feel	4.45	4.36
II.	Doing Things I've Done Before Makes Me Feel	4.49	4.76
III.	Arithmetic Makes Me Feel	4.26	4.75
IV.	The Teacher Makes Me Feel	4.07	3.93
V.	Books Makes Me Feel	4.23	4.46
VI.	The Principle's Office Makes Me Feel	4.14	4.22

Scoring Scale:



While the indications are that no differences exist between Follow Through and comparison groups it can be inferred that both groups of children tend to rate themselves as generally adequate and happy. No significant differences among grade levels were observed by EES. No stable relationship was found to exist between achievement test scores and the self-concept scores.

CONCLUSIONS, SUGGESTIONS, AND CONCERNS

What Kinds of Adaptations Must Occur to Make Follow Through More Effective?

The following recommendations were based on systematic monitoring of the Follow Through Program.

- Scheduled time should be spent each week by the Follow Through director and other key administrative and model personnel observing classes. This will help them develop a more realistic knowledge of the grass-roots level. Even though certain clerical functions may suffer at the expense of this policy, it would probably be worth the directors time to delegate more responsibility to the coordinators and not make decisions for them.

- If Follow Through truly believes in a systems approach, then all policy should be carefully specified before school begins in the fall. There was a need for more time devoted to global planning. This does not mean plans will not change during the year, but that all events and undertakings such as the development of behavioral objectives, specific tasks, and processes have been tentatively thought out. For example, certain Follow Through goals are not clearly obtainable because there was not sufficient control over process. Thus if some of our goals are to improve the self concept of children, to have children take over control over their own learning, and to encourage creativity, then the specific day-to-day processes for accomplishing these, should be spelled out clearly. It is not enough to say that the game formats promote creativity, for example.

- The complete involvement of parents should be a major concern next year. The parents in our program are quite capable of aiding in the decision-making process provided they are given all the facts. Parents know the children better than anyone else and are the most committed to their growth. The CDC, for example, offers a real possibility for increasing participation, involvement, and the decision-making talents of parents and a variety of other audiences (that is, EOA and other community agencies). The administration of Follow Through, in the RA's opinion, has become too centralized and restricts initiative at the community level.

- Teachers and principals should be active participants at all planning meetings and conferences. The principals meeting at the end of the year was very helpful, however, we must think of principals as part of the program and not merely persons to orient. They can do much to improve the Follow Through classroom environment and the overall administration of the program, when given more control over the allocation of resources and the delegation of authority. Consultants also might spend more time in discussions with principals.

- The orchestration of the program could be greatly improved if:

    (a) A system for disseminating memos, messages, handouts, and general information were developed.

    (b) Agenda are distributed prior to every meeting (only to provide a guideline not to rigidly structure the meeting).

    (c) Flow charts were used to show the relationship between components and between activities.

    (d) The purchasing and delivery of materials and equipment were systematized so that all materials were available at the beginning of the year.

- Model oriented tests should be the basis of most assessment. In addition, since individual data does not always tell the whole story, it is extremely important to monitor the program systematically. Since the mere provision of certain organizational features does not guarantee that the activities actually take place, the activities should be monitored.

- There must be much more of an emphasis on quality in the processing of data. Feedback reports this year contain recording and processing errors. These errors could be greatly reduced if student information was kept on tape via records rather than on punched cards. The quality of information feedback may have suffered this year because of an overemphasis on speed in reporting, and underemphasis in the communication of feedback procedures among personnel, and a failure to carefully verify data before publishing it.

What Are Some Further Concerns That Have Been Identified?

1. Are Matrix games, which seem to develop reading readiness, appropriate for advanced levels of reading skills?

2. Has a total reading program been developed or does each school reply on its own resources?

3. Can appropriate levels of learning be identified for pupils with various characteristics?

4. Can project personnel begin to specify what feedback outcomes lead to what actions?

5. Can demonstration (video) tapes be made of model Follow Through classroom activities?

6. How does late entrance in Follow Through affect student progress?

7. What effect does pre-K experience have on performance in Follow Through?

8. How can the ratio of developmental time to implementation time be maximized for effectiveness?

9. What effect does the game strategy have upon disadvantaged children?

10. What proportion of time is necessary for administrators to observe in classrooms to acquire an overall feeling about grass-roots progress?

11. Does our K through 3 curriculum mean a K curriculum is used in the third grade?

What Major Improvements have Occurred this Year in Follow Through?

A summarized list of teacher responses to this question is presented below:

/2/ More games
/3/ Better workshops
/3/ Math curriculum
/1/ Reading curriculum
/1/ Enacted communication curriculum
/1/ Availability of Instructional Material
/3/ More informed and better communication
/1/ Elimination of NY trip for teachers
/1/ Better supportive help (Art, Music, etc.)
/1/ More goal oriented
/4/ First year, unable to compare
/4/ None
/19/ No response

TEACHER RECOMMENDATIONS:

- Need for a PE teacher.
- Need for parents to provide more support.
- Need total group meeting during year.
- Need more workshop time.
- Need for closer communications with consultants.

What Conclusions Can One Draw From This Report for Use Next Year?

Hopefully, the report will uncover a set of questions or concerns that had not been considered to be that important, but will be given more serious consideration. The report focuses on accountability and on purpose. Questions

that were continuously raised were: What is the purpose for doing something, what priority does it have, is it worth the time and manpower spent, and is it being done the way it was intended to be accomplished.

The number of processes which are investigated next year will, to a large extent, be determined by the manpower and financial sources available. Since the money allocated for testing is extremely limited, we must be concerned with reducing the number of short-run benefit evaluations to make more effective use of resources - - the same being true of short-run processes?

What Focus Should Next Years Evaluation Take?

There are elements in an educational situation which strongly influence the results, although they cannot be considered part of the innovative program. It is difficult, but important, to attempt to tease apart the effects of program elements, because some elements may be of very limited benefit, although costly. This year a partial attempt was made to focus on the effect that the school program had on the Follow Through climate. This effort is written up in 6 end-of-the-year school reports and can become a major focus of next year's evaluations.

Next year's evaluation could also focus on student growth in these areas:

- Problem Solving Skills.
- Development of the Control of one's own learning.
- Task Persistance.
- Personal qualities (enthusiasm, adaptability, valuing).

Cost effectiveness has not really been investigated this year because we could not agree upon measures of effectiveness the program wished to be known by. The related costs of the program are varied including (1) a $750 expenditure per child above city allocations and (2) substantial amounts of administrative time (for example, principals) not paid for by Follow Through. Next year the cost effectiveness of the program can be investigated in greater depth through the identification of accepted units of change and the further identification of Follow Through budgets and related (and often hidden) costs.

APPENDIX

Follow Through Data Bank

Purpose: Continuous and Terminal Assessment

Organization:

1. Demographic Information

   - Name and Address
   - Class
   - Schools
   - Year in Follow Through
   - Sex
   - Race
   - Eligibility
   - Birthdate

   Objective - To have the capability to relate this kind of factor to child growth.

2. Service Information

   - Medical - Dental Record

   Objective - To make necessary referrals.

3. Developmental Measures (Administered at proper times)

   - Color - Shape Inventory
   - Reading Criterion Test
   - Matrix Checklist
   - Math Checklist

   Objective - To assess the performance of students on project tasks (to determine strengths and weaknesses).
   To update the sequencing of skills and tasks.

4. Longitudinal Measures

   - MRT - MAT
   - Behavior Maturity Scale
   - Self Concept Appraisal

   Objective - To provide baseline data for indications of improvement in terms of years gained. To provide indications of how well children will do in future years and if there is a transfer of knowledge to other areas.

Feedback Breakdown by Schools

Did the research feedback (EES reports, child profiles, data) you received this year help you understand your children better or improve your teaching?

Very much

DR	EP	EM	GP	JH	W	T
2	4	2	0	1	1	10

A little

DR	EP	EM	GP	JH	W	T
1	1	0	5	4	3	14

Not really

DR	EP	EM	GP	JH	W	T
3	0	2	2	0	3	10

Don't know

DR	EP	EM	GP	JH	W	T
0	1	0	0	0	0	1

Was the feedback you received immediate enough?

Yes

DR	EP	EM	GP	JH	W	T
3	3	1	0	1	3	11

A little late

DR	EP	EM	GP	JH	W	T
3	3	1	4	3	2	16

Too late

DR	EP	EM	GP	JH	W	T
0	0	1	3	1	1	6

Which best describes your attitude about Follow Through?

Extra resources and training for

K	1	2	3	T
5	7	2	2	16

A way of improving the whole program at my school

K	1	2	3	T
8	2	3	3	16

Extra requirements to perform

K	1	2	3	T
0	2	0	2	4

DR = Dean Rusk
EP = English Avenue Primary
EM = English Avenue Main
GP = Grant Park
T = Total
JH = John Hope
W = Wesley Avenue

FOLLOW THROUGH OBJECTIVES

(Broadly stated in terms of needs and desired Pupil Characteristics)

Academic Cognitive Area

Skills

1. To develop these Receptive Listening Skills:
   - ·Recognizes verbal questions and stimuli
   - ·Follows verbal instructions selectively
2. To develop these Expressive Verbalization Skills:
   - ·Communicates and describes things verbally in sentences
   - ·Answers questions verbally in sentences
3. To develop these Internalization-Productive Language Skills:
   - ·Makes abstractions based on common properties (convergent thinking)
   - ·Describes abstraction process verbally
4. To master these Reading Skills:
   - ·Visually discriminates and identifies pictures and symbols
   - ·Demonstrates understanding of the PAT Decoding & Blending Process
   - ·All skills identified as part of the CIP Program (Basic reading skills)
5. To master Writing Skills (to be identified by CIP)
6. To develop these Math-Science Skills and Concepts
   - ·Counting
   - ·Identifies numbers and numeral relationships
   - ·Computes mentally
   - ·Understands size and measurement concepts (as identified by the teacher or school program)
   - ·Understands environment relationships (identified by teacher)

Process

1. To use these Problem Solving Techniques
   - ·Inquires systematically
   - ·Identifies alternatives
   - ·Recognizes and Defines a problem
   - ·Understands cause and effect (sequence and structure)
   - ·Considers priorities
   - ·Plans strategies
   - ·Uses materials effectively
   - ·Evaluates Outcomes
   - ·Articulates Solution
2. To transfer learning or solutions to new problems
   - ·Applies idea or theory to practical problem
   - ·Elaborates on idea in imaginative ways (Divergent Thinking)

Interdependent-Social Area

Social Skills

1. To acquire social information in these areas:
   - ·Health Knowledge (as specified by Health worker)
   - ·Peer knowledge (specified by teacher)
   - ·School-Community Knowledge (as specified by teacher and school)
2. To develop these Enacted Communication Skills
   - ·Communicates Non-Verbally by gestures (Body & Facial Expressions)
   - ·Dramatizes, Pantomines, or simulates life roles

Interaction Process

1. To demonstrate these traits while functioning in a group:
   - ·Responds in group (chorally)
   - ·Engages in productive play
   - ·Engages in productive work
   - ·Takes turns
   - ·Talks to others about work (shares ideas & feelings)
   - ·Takes initiative in the communication process
   - ·Articulates behavior to others
2. To be aware of social responsibilities and guidance:
   - ·Seeks adult or peer help when needed
   - ·Reaches out to help others
   - ·Monitors others (by giving directions)
   - ·Invites other to participate in interests
   - ·Accepts and respects others and is accepted
   - ·Sympathizes with others

Independent-Self Area

Task Orientation

1. To be able to function based on these guidelines:
   - ·Completes unfinished tasks (Task Persistence)
   - ·Takes initiative to Learn
   - ·Works productively
2. To maintain a high level of curiosity.

Responding

1. To be capable of interacting with ones environment in these ways:
   - ·Responds to external and internal stimuli
   - ·Deals with imposed responsibility effectively (meaningful and nonmeaningful)
2. To exhabit these personal qualities:
   - ·Controls own learning (makes decisions - self scheduling)
   - ·Expresses meaningful behavior
   - ·Understands limits of self

Feelings-Affective Area

Self Awareness

1. To acquire personal knowledge (Body parts, Family names, etc. As specified by teacher and program).
2. To demonstrate enthusiasm by:
   - ·Showing work to others
   - ·Enjoying doing activities
   - ·Expressing positive feelings about things
   - ·Being alert (not bored)
   - ·Being willing to participate

Adaptability

1. To be able to deal with these things:
   - ·New situations
   - ·Permissive and domineering adults
2. To make new friends quickly.

Values

1. To value theses things:
   - ·Personal Property
   - ·Others work (appreciate - aesthetic)
2. To have the desire to:
   - ·Choose own activities (initiates)
   - ·Accept others opinions

Physical Area

Physical

1. To obtain appropriate care in these aspects:
   - ·Nutrition
   - ·Health
   - ·Dental
2. To maintain an acceptable level of Psychomotor Development

Special Problems

1. To have speech problems corrected.
2. To have auditory-visual difficulties improved.
3. To have psychological problems referred.

Priority of Objectives

A meeting was held May, 1971, in which Dr. Jarvis Barnes, Assistant Superintendent for Research and Development, discussed with the Follow Through staff the objectives of the Follow Through program. More specifically the purposes of the meeting were:

- To focus on those objectives the staff would like to use to judge the success or failure of the program (what objectives would the program like to be known by).
- To discuss the priorities of the objectives that were identified.
- To see if there are objectives which have not been assessed this year but need to be considered in FY 1971-72.

Dr. Jarvis Barnes then outlined his concept of the structure of evaluation. Schematically it can be depicted as:

Needs ⇒Variables ⇒Process ⇒Goals ⇒Objectives ⇒Management = Control

The following concerns were expressed during the meeting:

1. Can Follow Through objectives be stated in terms of behavioral outcomes?
2. Can expectancy levels be determined for each objective (In terms of achievement levels or rates of growth)?
3. Can new measures be developed to assess these performance objectives?
4. How are teachers to become involved in the determination of objectives?

Dr. Jarvis Barnes hoped that these concerns could be focussed upon in subsequent meetings so that an appropriate evaluation direction could be determined for next year. This meeting helped the staff re-assess and solidify existing evaluation techniques and priorities.

COMPARISON CLASSES

Class	Craddock	Slater	Harris	W. Slaton	Dean Rusk	Grant Park Elementary	John Hope	Wesley Ave.
K	Porter Williams	Cox AM Cox PM Gunther AM Gunther PM	Brooks Cloud	Hightower		Camp		
1	Blake Collier Brown Woodard	Pierce Wilson Arnold Roberts	Gaither Shines Smith	Howard Novack Brooks Gordon		Atwater Barnet		
2	White Vick Tifton	Glass Ingram Jenkins King	Dorsey Jenkins Johnson	Gary Woods Morse Searcy	Ward, Gib- Hauge son Brown Bailey Murrey	Allen Brooks	Glass Smith Williams	Casni Shepherd Temple Wiley Smith
3	Henderson Bussey Crawford	Kelly Sobel Williamson Wright	Davis Gibson Greer	Moore Herrington Dunn	Lee Allen Baker		Caller King Whatley	Arnold McGoogan Rose Smith Yancey

Principal	Mrs. Hogan	Mr. Lewis	Mr. Morris	Mr. Sheffield	Mrs. Gilmer	Mr. Taylor	Mr. Williamson	Mr. Warren
School Phone	523-0461	622-8133	758-8291	622-0513	758-8561	627-5741	522-1871	378-4393
Lead Teacher	(No Lead Teacher for the school)	Mrs. Yancey (School)	Mrs. Dancy (School)	Mrs. Collins (School)	Mrs. Mabry (School)	Mrs. Thomas (School)	(No Lead for School)	Mrs. Harris (School)

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